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ABSTRACT

Project CLASS (Chinese Language Achievement through Sequential Study), a federally-funded program, introduced the study of Chinese language and culture at Queen Ka'ahumanu Elementary School (Hawaii), forming the foundation of an instructional program to be continued through middle and high school, to meet state foreign language standards. It was designed to serve 90 students over a three-year period through daily after-school classes. The first year's program performance is reported here. Applications for initial enrollment were much greater than anticipated, and participants were chosen randomly. Language instruction and cultural enrichment activities were provided to stimulate listening and speaking skills, with introduction of pictographs after the eight weeks. Formative and summative student assessment is accomplished through criterion-based language skills testing, individual and group work, and portfolio. A curriculum model for elementary school Chinese instruction was also developed. Analysis of first-year activities and results indicates that the program is on track for meeting its mission of establishing an innovative and replicable program model. Effects of a budgetary delay are also assessed, and detailed program budget information is provided. (MSE)

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ED 460 615

Performance Report for Project CLASS (Chinese Language Achievement through Sequential Study), 1997

Xue-mei Hu

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Project CLASS
Year 1 Performance Report

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II. Project Summary

One of the primary objectives of U.S. schools is the preparation of graduates who can communicate effectively in the interdependent world of today and tomorrow. Successful second language acquisition requires that students begin their studies as early as possible and continue their foreign language study as long as possible. Opportunities to study the Chinese language have been available in some secondary schools for a number of years. One of the significant contributions to the Chinese language instruction at the elementary school is made by Project CLASS. Project CLASS (Chinese Language Achievement through Sequential Study) introduces the study of the Chinese language and culture into the elementary school and prepares the participating students to meet the challenges of a multicultural and multilingual society.

The mission of Project CLASS is to establish an innovative and replicable model program for the study of Chinese language and culture at Queen Ka'ahumanu Elementary School that will form the foundation of a sequential program of language study to continue through middle and high school. As a result of this program, all participating students will achieve state performance standards, and a model Chinese language program will be developed, allowing for the creation of more Chinese language programs across the nation to broaden students' cultural understanding and improve their ability to communicate effectively in a increasingly global society.

III. Project Status

The first year of Project CLASS was originally designed to extend from September 1, 1996 to August 31, 1997 with first day of instruction scheduled in January 1997. The project period was shifted to October 1, 1996 to September 30, 1997 due to the following reasons:

1) changes in USED/OBEMLA grants and contracts procedures; and

2) the process of finalizing the contract (Memorandum of Agreement) between the University of Hawaii at Manoa and the Hawaii State Department of Education.

Expenditures related directly to the implementation of Project CLASS (i.e., hiring of personnel, and purchasing equipment, supplies, materials, etc.) were delayed until January 1997. The effect of the above mentioned delay on project activities are discussed later in this section under **III.D**, page 7. The first day of instruction began on April 7, 1997.

With eight weeks of instruction, the Project CLASS made great progress in accomplishing the goals and objectives of the project. The Project CLASS staff worked with the Advisory Council, school principal and teachers, external evaluator, and the Parent Community Networking Center (PCNC) to promote the project.

In what follows, this report discusses: the recruitment and registration of students; objectives and project activities, accomplishments, and outcomes; assessment and evaluation; effect of delays on project activities; budget information; and supplemental information/changes.

III.A. Overwhelming Response to Project CLASS

Project CLASS was designed to serve 90 students over a three-year period through daily one hour after school classes. For the first project year, 60 students were targeted. Class size was set at 15 students for an optimal student-teacher ratio. Two classes with two sessions per class were conducted by two part-time instructors. Instruction was provided daily (Monday-Friday) for one hour per session.

A letter to parents with registration form was prepared and disseminated to aid in the recruitment of students. In order to accommodate the various language groups of the community, the letter to the parents was translated into different languages (Chinese, Hawaiian, Ilocano, Japanese, Korean, Marshallese, Samoan, Tagalog, and Vietnamese) and sent to the parents of students, Kindergarten through Grade 3. Within three days, the response to Project CLASS program was overwhelming. Over 160 students signed up for the Chinese language class. On a first-come-first-serve basis, the Project staff had to randomly select 60 students from the first-day applicant pool. With the huge turnout, the Project had to wait-list over 100 students. Please see the following Student Enrollment and Ethnic Background charts.

Student Enrollment

	Kindergarten	Grade 1	Grade 2	Grade 3	Total
Number Enrolled	15	15	15	15	60

Ethnic Background*

Ethnicity	Percentage of Students	Number of Students
Caucasian	10%	6
Chinese	57%	34
Hawaiian	13%	8
Indian	2%	1
Japanese	7%	4
Korean	7%	4
Vietnamese	5%	3

*Ethnic background information does not take into account various combinations (e.g., Hawaiian-Caucasian). Data is based solely on discussion with students and parents.

During the first week of instruction, the Chinese language classes were crowded with parents and their children. The parents and their children recruited in the program expressed their great appreciation for Project CLASS. Many parents said that both their children and they as parents benefited from Project CLASS. The children and their parents on the wait-list continued to visit the Chinese language classes and expressed their hope for additional space for more students. The project staff and school personnel feel that all the parents have been yearning for Chinese language instruction at the elementary school and that foreign language programs should start in kindergarten and continue uninterrupted through grade 12 and beyond (see attached letter, **Attachment**, page 19-20).

III.B. Goal 1 and Objectives: Project Activities, Accomplishments, and Outcomes

Project CLASS has identified two goals and objectives to achieve the mission of the project. The first goal of the project is to ensure that all participating students meet the performance requirements set forth in the Hawaii Department of Education's "Asian, European, and Pacific Languages: A Curriculum Framework." This goal will be accomplished through product objective and the supporting activities. For the product objective in the first project year, each participating student in grades K-3 will demonstrate a mastery of 100% of the Hawaii DOE's performance standards in listening, speaking, cultural awareness, and appreciation as measured by a criterion-referenced test.

Major project activities designed to achieve this objective include conducting Chinese language instruction and enrichment activities. According to the Hawaii DOE's framework, the essential content for grades K-3 focuses on the development of the listening and speaking skills. In the framework, writing and reading are not emphasized for beginner learners. The project staff feel that the most beneficial language-learning should integrate listening and speaking with writing and reading. After eight weeks of instruction, the project staff have found that it has been effective to facilitate learners' developing an understanding of Chinese as a writing system by starting with simple pictographs. The teaching of simple pictographic writing has been divided into three stages, inventional, transitional, and traceable. In "inventional writing", all the participating students are asked to draw a picture of something, a moon, for instance. The creation of their own symbols for the picture of moon is called the "transitional writing". After comparing their versions with the pictographic Chinese character provided by the instructor, the students are asked to trace and copy the character repeatedly. In this way, the pictographic nature of Chinese characters are fun and easy to learn

and can focus on the development of Chinese writing system and a number of skills (e.g., stroke order). The Project CLASS instructors have used a variety of high interest activities, such as command-response, puppets, songs, games, role-plays, to form the basis of the Project CLASS program. Each participating student has learned to demonstrate the communicative skills in listening, speaking, reading, and writing in context through individual, peer, and group activities.

Another supporting activity used to achieve the product objective is the development of a criterion-based assessment exam. Second language learning is a gradual process and is particularly difficult to measure. The external evaluator in consultation with project staff have developed an assessment framework which is used to evaluate student performance in each instructional year. This assessment framework for student performance includes performance benchmarks, criterion-based assessment for four language skills, and portfolio-based assessment for culture appreciation. Performance benchmarks have been set on a 100% basis. With 100% completed, all the participating students would demonstrated a mastery of 100% of the Hawai'i DOE's performance standards in listening, speaking, reading and writing, and cultural appreciation.

Criterion-based assessment for the four language skills has been (and will be) conducted in formative and summative forms. Formative assessment refers to the type of assessment that allows the instructors to make progressive judgments and decisions about student progress and what needs to be taught or further developed. The indicator for formative assessment of the four skills is a cumulative record of worksheets, homework, individual, peer, and group activities work.

Summative assessment refers to the type of assessment that requires the instructors to gather further information for grading and reporting purposes on the current level of language development that the participating student has achieved at the end of a given period (i.e., each month). The indicator for summative assessment of the four skills is an in-class designed worksheet and peer or group activity work. These two indicators for formative and summative assessment of the four skills have been accepted as integral parts of the ongoing teacher/learning process.

Each participating student has been (and will be) assessed for cultural appreciation with the portfolio. The portfolio consists of collection of drawings, worksheets, hand-made products and other works on different aspects of the culture and history. Two purposes have been served by student portfolio. One is to enable students to observe their own development culturally as well as linguistically. Another purpose is to enable the external evaluator and the project staff to examine the student's portfolio for rating. Student rating will be

based on a 3-point scale. Learner outcomes are performance standards in the language skills and cultural appreciation that the participating students are expected to demonstrate at the end of each instructional year.

By the end of the first semester, the Project CLASS has made great success in accomplishing the product objective. "First semester period" refers to the eight weeks of language study at primary level from April 7 to June 8, 1997. With eight weeks of instruction, all the participating students have achieved a rating of 100 % of listening to 30 commands and of speaking in aspects of greetings and responding, leave-taking, announcing the date and days, location, school supplies, counting from 1 to 50, family members, body parts, colors, likes and dislikes, agreement/disagreement, leisure activities, basic food, and clothing items. Moreover, each participating student has achieved a rating of 100% of the performance requirements in writing 54 Chinese simple pictographs and in reading 5 children's songs by pointing at the Chinese characters. Thus, the Project CLASS has over-accomplished the product objective set forth in the first semester year. All the participating students not only have demonstrated a mastery of 100% of the Hawai'i DOE's performance standards in listening and speaking but also have mastered reading and writing skills at the primary level. Finally, all the students have been assessed for cultural appreciation with the portfolio. By the end of the first semester, each student has attained a portfolio quality rating of "3" on the three-point scale.

Assessment Framework

A. Performance Benchmark:
   1. On a 100 % basis, all the participating students would have achieved 100 % of the language skills standards in listening, speaking, reading and writing.
   2. On a scale of 1 to 3, all the participating students would have attained a portfolio quality rating of "2" or higher.

B. Criterion-based Assessment for the Four Language Skills
   1. Formative Assessment of the four language skills
      Indicator: accumulative record 50 %
   2. Summative Assessment of the four language skills
      Indicator: a in-class designed worksheet rating 50 %
      and Paired, Group Activity Rating
      Total 100 %

C. Portfolio-based Assessment of Cultural Appreciation
   Indicator: portfolio quality rating on a three-point scale

III.C. Goal 2 and Objectives: Project Activities Accomplishments and Outcomes

The second goal of the Project CLASS is to establish a model Chinese language program. This goal is accomplished through three process objectives and their supporting activities. One of the process objectives is that by the end of the project period, the project will develop a curriculum framework that is innovative and replicable and include the promotion of two-way language learning.

The project staff have reviewed Chinese textbooks and consulted the expertise of Advisory Council members and teachers of other foreign languages in developing its curriculum. Before the development of the Chinese language curriculum, the project staff read a variety of resources but did not find one adequate to adapt directly to the elementary school setting. With eight weeks of instruction, the project staff have developed the Curriculum Model for Teaching Chinese to Elementary School Students (Level 1).

The complete Curriculum Model for Teaching Chinese to Elementary School Students will comprise three volumes, Level 1 to Level 3. This complete curriculum model will be finalized for duplication at the end of the 3-year project period. Each volume will be composed of 30 lessons. Instruction is planned for five sessions a week, one hour per session. In each lesson, a theme is developed for each week period. Each lesson includes objectives, text, 7 Chinese pictographic characters (intensive study), new words (extensive study), suggested activities, and assessment. Lessons include illustrated worksheets, songs, rhymes, word study sheets, and written texts to facilitate the language teaching. Instruction should be delivered by a bilingual teacher who plans a sequential curriculum for grades K-6.

The Chinese language instruction includes three parts, language context, accuracy, and language functions. Chinese language is used in real-life situations and activities are contextualized. Then, the constant and immersive use of the Chinese language models provides the foundation for accuracy. Also, the language functions demonstrate the students' receptive and productive skills. The class session consists of three components: socializing (such as greetings, roll calls using the Chinese names, and announcing the date and days); core lesson such as word study (intensive learning); and exchanging information (contextualized activities designed to reinforce the core lesson).

Curriculum Model for Teaching Chinese to Elementary School Students has adopted an integrated approach to the development of the four languages skills in listening, speaking, reading and writing. Culture has been integrated into contexts, texts, and activities. In this curriculum model, communication competence has been the central goal of the Chinese language learning. Instruction addresses content and contexts,

helping each participating student to comprehend and react in a culturally appropriate manner to oral and written messages. Communicative goals are organized through the dimensions of language use, interpersonal, informational, and aesthetic. The interpersonal dimension involves interacting and discussing with others in social situations. The informational dimension is about processing factual information such as that which is given to them on worksheets and which they give to others on posters. The aesthetic dimension is about the use of language for creative purposes. Communication in any of these dimensions involve listening, speaking, reading, and writing or a combination of these.

The Chinese language instruction and culture are inseparable. Whenever possible, cultural information has been the content of the Chinese language lesson. Chinese culture has been integrated into contexts, texts, and activities. For example, coloring Chinese figure masks has been used as a vehicle to recognize Chinese characters for different colors and Chinese numbers. Also, Chinese food and martial arts demonstrations have been conducted in the Chinese language classes to facilitate and enhance the Chinese language instruction.

Curriculum Model for Teaching Chinese to Elementary School Students will not be limited to the Chinese language but can also be adapted to other languages for elementary school students. During the first semester, the project staff have been writing the curriculum model. In the next project year, the Project staff will continue to revise and develop the curriculum model.

By the end of the project period, the two other process objectives will be accomplished. A sequential program of study for the Chinese program will be developed. The project will also have trained a cadre of Chinese language instructors to prepare for teacher certification and to implement the model program and continue it beyond the project period.

III.D. Effects of delay on project activities.

Although the Chinese language program received high praise and exceptional results, project staff in consultation with the Advisory Council, school personnel and external evaluator have determined a need to continue instruction during the Summer to "make up for" the delay in the start of the program.

See section **V. Supplemental Information/Changes**, page 18, for a description of the Summer Session.

The majority of planned activities (see **Project Timeline Year 1** below) were conducted as of May 16, 1997. Due to delays in the start of the project (see **III Project Status**, page 1), the following activities were not completed but are planned to be conducted during the Summer of 1997:

- Coordinate and conduct field trips;
- Coordinate and conduct Parents as Partners activities;
- Convene parent networking sessions;
- Conduct articulation meeting with middle & high schools; and
- Coordinate and conduct staff development workshops.

Those activities that are not completed during the Summer of 1997 will be shifted to Year 2 activities. Project CLASS staff does not anticipate problems in accomplishing any additional activities to Year 2 as well as original Year 2 activities.

Project CLASS Timeline
Year 1: September 1, 1996 to August 31, 1997

Product Objectives	Person Responsible *	Activities	1996				1997							
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1, 2	PD, PTT, SP	Recruit students	●	●	●	●	●	●	●	●	●			
	PD, PTT, AA, SP	Plan & coordinate Chinese language instruction and enrichment activities	●	●	●	●	●	●	●	●	●	●	●	●
	PD, PTT	Conduct Chinese language instruction and enrichment activities (K-1, 2-3)					●	●	●	●	●	●		
	PD, PTT	Implement two-way language learning activities					●	●	●	●	●	●		
	PD, PTT, AA	Coordinate and conduct field trips						●	●	●	●			
	PD, PTT, AA	Coordinate and conduct cultural exploration activities	●				●	●	●	●	●	●		
	PD, PTT, AA, SP	Coordinate and conduct Cultural Day								●				
	PD, PTT	Coordinate and conduct Parents as Partners activities					●	●	●	●	●	●		
	PD, E, FTF, PTT	Develop criterion-based assessment exam	●	●	●	●								
	PD, PTT, E	Conduct bimonthly formative evaluations						●		●		●		
	PTT, E	Administer criterion-based assessment exams										●		
	E	Conduct summative evaluation												●
Process Objectives 1.1	PD, FTF, E	Review instructional approaches		●										
	PD, FTF, E	Select instructional approaches			●									
	PD, FTF, E	Adapt instructional approaches				●								
	PTT	Field test instructional approaches					●	●	●	●	●	●		
1.2	PI, PD, AC, PTT, SP	Establish network of parents and community members	●	●	●	●	●	●	●	●	●	●	●	●
2.1	PI, PD, PTT, AA	Convene parent networking session	●			●			●			●		
	PI, PD, AC, FTF	Conduct articulation meetings with middle & high schools			●			●			●			●
2.2	PI, PD, AC	Coordinate with community providers						●						●
3.1	PD, AC	Coordinate intensive summer foreign language program										●	●	●
3.2	PD	Coordinate and conduct staff development workshops		●		●		●		●				
3.3	PD	Provide opportunities to attend local & national conferences	●		●		●		●		●		●	

* PI=Principal Investigator PD=Project Director AC=Advisory Council FTF=Faculty Task Force
PTT=Part-Time Teacher AA=Administrative Assistant E=External Evaluator SP=School Personnel

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IV. Budget Information

IV.A. Budget Narrative

Refer to **Year 1 Expenditures and Projected Carry-over** (pink), **Original Year 2 Budget** (yellow), **Revised Year 2 Budget** (green), and **Revised Year 2 Budget with Year 1 Carry-over** (blue), of the following 6 pages regarding this budget narrative.

Due to the delay in expenditures directly related to implementation of Project CLASS (see section **III. Project Status**), a Year 1 carry-over of approximately $42,039 is projected. This amount will be used to offset the 50% budget cut for Year 2 in order for successful completion of project activities.

The Revised Year 2 Budget represents adjustments made to accommodate the 50% cut. Significant decreases would be necessary in the following categories: Personnel, Travel to National Conferences, Equipment, Supplies, Field Trips, and Professional Development. Project CLASS staff, school personnel, Advisory Council members, and the external evaluator feel that the 50% cut would be detrimental to the Chinese language program and the participating students would receive significantly less benefits.

In order to attain the goals and objectives set forth by the project and to maximize benefits for the students, the Revised Year 2 Budget has been modified to include Year 1 carry-over. The Revised Year 2 Budget with Year 1 Carry-over restores the preponderance of the deteriorated categories while minimizing any loss of benefits or activities for the students. Project CLASS staff in consultation with school personnel, Advisory Council members, and the external evaluator, feel that with the additional funds from Year 1 included in the budget, activities in Year 2 can be successfully completed.

For detailed descriptions of adjustments to the Year 2 Budget, please refer to the Original Year 2 Itemized Budget, Revised Year 2 Budget, and Revised Year 2 Budget with Year 1 Carry-over as presented in the following pages.

IV.B. Year 1 Expenditures and Projected Carry-over

Project CLASS
Projected Budget to September 1997

Description	Original	Expenditures as of 03-31-97	YTD Balance	Encumbered	Projected Carry-Over as of 09-30-97
Salaries	49,631.00	0.00	49,631.00	41,875.00*	7,756.00
Casual	27,513.00	0.00	27,513.00	13,863.00	13,650.00
Students	6,480.00	1,075.00	5,405.00	5,197.50	207.50
Fringe	20,242.00	20.00	20,212.54	13,968.26	6,244.28
Supplies	16,750.00	6,613.35	10,136.65	5,000.00	5,136.65
Travel	9,280.00	5,387.66	3,892.34	0	3,892.34
Comm.	5,170.00	0.00	5,170.00	2,000.00	3,170.00
Rental	1,800.00	225.00	1,575.00	200.00	1,375.00
Stipends	7,200.00	0.00	7,200.00	6,000.00	1,200.00
Equipment	3,200.00	3,041.48	158.52	0	158.52
Other	7,000.00	2,751.77	4,248.23	5,000	-751.77
Totals:	**154,266.00**	**19,114.26**	**135,142.28**	**84,700.01**	**42,038.52**
Indirect Costs:	11,861.00				3,267.08

* Includes 4,525.00 payment to External Evaluator.

IV.C. Original Itemized Budget Year 2
10/01/97 - 09/30/98

	Direct Costs	UHM In-kind
1. Personnel		
A. Principal Investigator 0.30 FTE Position 0.30 x $5,734/month x 12 months		20,642
B. Project Director/Instructor 0.80 FTE Position 0.80 x $3,848/month x 12 months	36,941	
C. Administrative Assistant 0.50 FTE Position 0.50 x $2,280/month x 12 months	13,680	
D. Part-time Instructors (3) 3 instructors x $19.00/hour x 12 hours/week x 40 weeks	27,360	
E. External Evaluator	4,616	
F. Student Assistants $7.00/hour x 40 hours/month x 12 months x 2 assistants	6,720	
Total Personnel	**89,317**	**20,642**
2. Fringe Benefits		
A. 33.63% of 1A 0.3363 x $20,642 (in-kind)		6,942
B. 35% of 1B + 1C 0.35 x $50,621	17,717	--
C. 10% of 1D + 1E 0.10 x $31,976	3,198	
D. 1.84% of 1F 0.0184 x $6,720	124	
Total Fringe Benefits	**21,039**	**6,942**
3. Travel		
A. Travel to National Conferences		
1. American Council of Teachers of Foreign Language (ACTFL), Philadelphia, PA		
• Airfare: $825/person x 2 persons) 1,650		
• Per Diem: $135/day x 4 days x 2 persons) 1,080		
• Conference Fee: $195/conference x 2 persons) 390		
• Ground Trans.: ($55/person x 2 persons) 110		
Subtotal: 3,230	3,230	
2. OBEMLA and NABE, Albuquerque, NM		
• Airfare: $725/person x 2 persons) 1,450		
• Per Diem: $135/day x 4 days x 2 persons) 1,080		
• Conference Fee: $195/conference x 2 persons) 390		
• Ground Trans.: ($55/person x 2 persons) 110		
Subtotal: 3,030	3,030	
3. National Association of Asian and Pacific American Educators (NAAPAE), Boston, Mass.		
• Airfare: $925/person x 1 person) 925		
• Per Diem: $135/day x 4 days x 1 person) 540		
• Conference Fee: $195/conference x 1 person) 195		
• Ground Trans.: ($55/person x 1 person) 55		
Subtotal: 1,715	1,715	
B. Mileage $0.38/mile x 80 miles/month x 12 months	365	
Total Travel	**8,340**	
4. Equipment	**none**	

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			Direct Costs	UHM In-kind
5. **Supplies**				
A. Instructional materials			6,125	
B. Office supplies			5,425	
	Total Supplies		**11,550**	
6. **Contractual**			none	
7. **Construction**			none	
8. **Other**				
A. Language Enrichment Activities				
• Field Trips ($325/trip x 4 trips)		1,300		
• Cultural Explorations ($275/session x 9 sessions)		2,475		
• Parents as Partners ($275/session x 9 sessions)		2,475		
• Culture Day		600		
	Subtotal:	6,850	6,850	
B. Professional Development				
• Quarterly staff development workshops				
Instructor fee: $325/training x 4 trainings		1,300		
Fringe Benefits: 10% x 1,300		130		
Training materials: $20/participant x 10 participants		200		
• Registration fees to local training				
$60/training x 4 trainings x 10 participants		3,200		
	Subtotal:	4,830	4,830	
C. Parent Networking Sessions				
$300/session x 4 sessions			1,200	
D. Community Networking Sessions				
$300/session x 3 sessions			900	
E. Communications				
$130/month x 12 months			1,560	
F. Publicity			3,730	
	Total Other		**19,070**	**27,584**
9. **Total Direct Costs**			**149,316**	**27,584**
10. **Total In-Direct Costs**				
8% of Total Direct Costs (0.08 x 149,316)			11,945	
*In-kind Indirect Costs: (12.99% x Total Direct Costs). The $19,396 represents the difference between the 8% Indirect Costs charged to the project and the 20.99% Modified Indirect Costs usually charged to training projects.				*19,396
	Total In-Direct Costs		**11,945**	**19,396**
11. **Training Stipends**				
Summer session stipends for education personnel $1,400/person x 5 persons			7,000	
	Total Training Stipends		**7,000**	
12. **Total Project Costs** (Year 2)			**168,261**	**46,980**

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IV.D. Revised Budget Year 2
10/01/97 - 09/30/98

		Direct Costs	UHM In-kind
1. Personnel			
A. Principal Investigator 0.15 FTE Position 0.15 x $5,734/month x 12 months			10,321
B. Project Director/Instructor 0.80 FTE Position 0.80 x $2,657/month x 12 months		25,507	
C. Administrative Assistant 0.10 FTE Position 0.10 x $2,075/month x 12 months		2,490	
D. Part-time Instructors (3) 3 instructors x $12.50/hour x 17 hours/week x 38 weeks		24,225	
Total Personnel		**52,222**	**10,321**
2. Fringe Benefits			
A. 33.63% of 1A 0.3363 x $10,321 (in-kind)			3,471
B. 36% of 1B + 1C 0.36 x $27,997		10,079	
C. 10% of 1D 0.10 x $24,225		2,423	--
Total Fringe Benefits		**12,502**	**3,471**
3. Travel			
A. OBEMLA and NABE, Dallas, Texas			
• Airfare: $725/person x 1 person)	725		
• Per Diem: $135/day x 4 days x 1 person)	540		
• Conference Fee: $195/conference x 1 person)	195		
• Ground Trans.: ($55/person x 1 person)	55		
Subtotal:	1,515	1,515	
B. Mileage $0.38/mile x 50 miles/month x 12 months		228	
Total Travel		**1,743**	
4. Equipment (Additional Components)		500	
5. Supplies			
A. Instructional materials		1,000	
B. Office supplies		500	
Total Supplies		**1,500**	
6. Contractual		none	
7. Construction		none	
8. Other			
A. Language Enrichment Activities			
• Field Trips ($250/trip x 2 trips)	500		
• Cultural Explorations ($250/session x 2 sessions)	500		
• Parents as Partners ($250/session x 2 sessions)	500		
• Culture Day	500		
Subtotal:	2,000	2,000	

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			Direct Costs	UHM In-kind
Other (continued)				
B. Professional Development				
• Staff development workshops				
Instructor fee: $325/training x 2 trainings	650			
Fringe Benefits: 10% x 650	65			
Training materials: $20/participant x 5 participants	100			
• Registration fees to local training				
$80/training x 2 trainings x 5 participants	800			
Subtotal:	1,615		1,615	
C. Parent Networking Sessions				
$300/session x 2 sessions			600	
D. Community Networking Sessions				
$300/session x 1 session			300	
E. Communications				
$80/month x 12 months			960	
Total Other			**5,475**	
9. **Total Direct Costs**			**73,942**	**13,792**
10. **Total In-Direct Costs**				
8% of Total Direct Costs				
0.08 x $73,442			5,915	
*In-kind Indirect Costs: The $9,500 represents the difference between the 8% Indirect Costs charged to the project and the 20.99% Modified Indirect Costs usually charged to training projects.				*9,500
Total In-Direct Costs			**5,915**	**9,500**
11. **Training Stipends**				
Summer session stipends for education personnel				
$1,400/person x 3 persons			4,200	
Total Training Stipends			**4,200**	
12. **Total Project Costs** (Year 2)			**84,057**	**23,292**

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IV.E Revised Budget Year 2 with Year 1 Carry-over
10/01/97 - 09/30/98

		Direct Costs	UHM In-kind	w/ Year 1 Carry-Over
1. **Personnel**				
A. Principal Investigator 0.15 FTE Position 0.15 x $5,734/month x 12 months			10,321	
B. Project Director/Instructor 0.80 FTE Position 0.80 x $2,657/month x 12 months		25,507		
C. Administrative Assistant 0.50 FTE Position 0.50 x $2,075/month x 12 months		2,490		9,960
D. Part-time Instructors (3) 3 instructors x $12.50/hour x 19 hours/week x 46 weeks		24,225		8,550
E. External Evaluator				4,525
Total Personnel			**10,321**	**75,257**
2. **Fringe Benefits**				
A. 33.63% of 1A 0.3363 x $10,321 (in-kind)			3,471	
B. 36% of 1B + 1C 0.36 x $37,957		10,079		3,586
C. 10% of 1D+1E 0.10 x $37,300		2,423		1,307
Total Fringe Benefits			**3,471**	**17,395**
3. **Travel**				
A. OBEMLA and NABE, Dallas, Texas				
• Airfare: $725/person x 2 persons	1,450	725		725
• Per Diem: $135/day x 4 days x 2 persons	1,080	540		540
• Conference Fee: $195/conference x 2 persons	390	195		195
• Ground Trans.: $55/person x 2 persons	110	55		55
Subtotal:	3,030	1,515		1,515
B. American Council of Teachers of Foreign Language (ACTFL) Philadelphia, PA				
• Airfare: $825/person x 2 persons	1,650			1,650
• Per Diem: $135/day x 4 days x 2 persons	1,080			1,080
• Conference Fee: $195/conference x 2 persons	390			390
• Ground Transportation: $55/person x 2 persons	110			110
Subtotal:	3,230			3,230
C. Mileage $0.38/mile x 10 miles/month x 12 months = 456		228		228
Total Travel				**6,716**
4. **Equipment** (Computer System) Note: UHM designates any purchase over 500 as "equipment"		500		3,000
Total Equipment				**3,500**

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Year 2, page 2		Direct Costs	UHM In-kind	w/ Year 1 Carry-Over
5. Supplies				
A. Instructional materials		1,000		1,294
B. Office supplies		500		554
Total Supplies				**3,348**
6. Contractual		none		
7. Construction		none		
8. Other				
A. Language Enrichment Activities				
• Field Trips: $250/trip x 4 trips	1,000	500		500
• Cultural Explorations: $250/session x 4 sessions	1,000	500		500
• Parents as Partners: $250/session x 4 sessions	1,000	500		500
• Culture Day	1,000	500		500
Subtotal:	4,000	2,000		2,000
B. Professional Development				
• Staff development workshops				
Instructor fee: $325/training x 3 trainings	975	650		325
Fringe Benefits: 10% x 1,300	130	65		65
Training materials: $20/participant x 5 participants	100	100		0
• Registration fees to local training				
$80/training x 3 trainings x 5 participants	1,200	800		400
Subtotal:	2,405	1,615		790
C. Parent Networking Sessions $300/session x 2 sessions		600		
D. Community Networking Sessions $300/session x 2 sessions		300		300
E. Communications $80/month x 12 months		960		
Total Other				**8,565**
9. Total Direct Costs			**13,792**	**114,781**
10. Total In-Direct Costs				
8% of Total Direct Costs 0.08 x $114,781 = 9,182		5,915		3,267
*In-kind Indirect Costs: The $14,204 represents the difference between the 8% Indirect Costs charged to the project and the 20.99% Modified Indirect Costs usually charged to training projects.			*14,204	
Total In-Direct Costs			**14,204**	**9,182**
11. Training Stipends				
Summer session stipends for education personnel $1,400/person x 4 persons		4,200		1,200
Total Training Stipends				**5,400**
12. Total Project Costs (Year 2)			**27,996**	**129,380**

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Revised Budget Year 2 with Year 1 Carry-over
Itemized Distribution of Carry-Over from Year 1

Year 2 Revised Budget Direct Costs:	**73,942**
Year 1 Carry-Over Projected Direct Costs:	**40,839**
Stipends:	**5,400**
Total In-Direct Costs:	**9,182**
Year 2 Total Project Costs	**129,380**

Itemized Distribution of Year 1 Carry-Over

Salaries:	9,960
Casual:	13,075
Students:	0
Fringe:	4,893
Supplies:	1,848
Travel:	4,973
Comm.	0
Rental:	0
Equipment:	3,000
Other:	3,090
Total:	40,839
Stipends:	1,200
Indirect Costs:	3,267

V. Supplemental Information/Changes

Project CLASS staff in consultation with Queen Ka'ahumanu Elementary School personnel and the project's Advisory Council have identified 5 changes that are critical to the success of the program. The first, implementation of an intensive Summer Session, will ensure that the majority of participating students maintain the maximum Chinese language retention. The 6-week Summer program (June 18-July 30, 1997) will meet daily (Monday through Friday) from 8:00 am to 12:00 noon. An additional part-time instructor has been hired to retain the optimal student-teacher ratio. A Summer Session curriculum is currently being developed by the Project Director and part-time instructors in consultation with the project's evaluator and school personnel.

The second change is a direct result of the 50% budget cut in Year 2. This change involves a revision of the budget for Year 2 and adjustments to this budget to include carry-over from Year 1 (see section **IV. Budget Information**, page 9). This revised Year 2 Budget including Year 1 carry-over complies with the 50% cut without sacrificing key project activities and objectives.

The third change is related to the 50% budget cut in Year 2. To ensure that students receive top-quality instruction and maximum benefits, the target student population will remain at 60. The original program was designed to serve 90 students over the three-year period. This equated to 15 additional students in Year 2 and Year 3. In order to remain within the revised budget for Year 2, the additional students will be eliminated while preserving the project activities.

The fourth change involves a possible shift of several project activities originally planned for Year 1 to Year 2. The shift is due to delays in the start of the program (see section **III. Project Status**, page 1) and are described in section **III.D. Effects of Delay on Project Activities**, page 7.

The fifth change is to request donation (approximately $50) from the parents of participating students. The funds accumulated from donations will be set aside to assist in the continuation of the program after federal funding ends. A secondary purpose of requesting donation is to reinforce commitment by parents and participating students. The project staff and school personnel have noted instances in which some students are "pulled-out" of class to attend another activity. These instances reflects an occasional lack of dedication due to the no-cost of the program. Project staff and school personnel in consultation with Project CLASS Advisory Council feel a voluntary "fee" will improve this situation.

In conclusion, the aforementioned changes will assist Project CLASS in reaching its objectives. The year-to-date success of the program since January 1997, implementation of the Summer Session, and adjustments made to accommodate the unforeseen developments (i.e., delay in the start of the project and 50% budget cut) establishes a solid foundation for a productive Year 2 for Project CLASS and the Chinese language program.

22 May 1997

Dr. Lawrence Zane
Project Director
Project CLASS
TECS Dept, College of Education
University of Hawai'i at Manoa
1776 University Avenue, UA2-7
Honolulu, HI 96844-0001

Dear Dr. Zane:

I am writing this letter to you as the parent of one of the many who are waiting to participate in Project CLASS at Queen Ka'ahumanu elementary school. The length of the waiting list for this new and innovative program shows how important the Chinese language is seen to be for our Children's future. With its 1.2 billion plus population and the economic growth that has occurred in China in the past ten years, it is obvious that China will play an ever increasing role in the world stage in the next millennium.

For this reason, study of the Chinese language is increasingly important for the generation which is now in elementary school. My daughter Tahirih who is now waiting to participate in project CLASS was born in Taiwan and learned to speak Mandarin as her first language. Unfortunately however, after coming back to America to live, she had all but lost her mother tongue. Enrolling in Project CLASS with its sequential program of language study can reverse this trend. As a student of Chinese at the University of Hawai'i, I have seen many classmates, who although they are of Chinese descent with Chinese speaking parents, struggle as adults trying to learn what is for them now a foreign language.

My wife and I are extremely pleased that there is a program such as yours that brings foreign language instruction to the elementary school level. It is at this young age that the highest success rate in terms of acquiring native speaker-like pronunciation and discourse exists.

My wife and I are very upset to hear that despite the strong support from the community, funding for Project CLASS is being reduced instead of increased. This is a travesty. With the people of China making up almost one fourth of our world's population and the rapid growth of its economy, the language of China, Mandarin, is the second language to study for our next generation. Research has shown that students who begin study in college and continue through graduate school for the most part still lack the communicative pragmatic competence of a

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five year old native speaker. A program such as Project CLASS that allows for the continuous study of Chinese from Kindergarten on through high school is one which is assured of success. In order to better prepare our great country for the next century, funding for programs such as Project CLASS ought to be given top priority. What we need is increased funding, not cuts.

Hawai'i offers a unique environment for a program such as Project CLASS. It's geographic location makes it a natural crossroads between East and West. The large immigrant Chinese population offers the potential for strong community support for the program's goal of promoting two-way language learning with Chinese-speaking peers, parents, and community membership. The University of Hawai'i with which Project CLASS is affiliated has the oldest and largest department which specializes in second language learning and research, the department of English as a Second Language. This department offers a vast pool of research and practical resources for a program such as yours which is involved in second language instruction. These resources of geographic location, linguistic resources, and academic support coupled with Project CLASS's goal of setting up a sequential program of language study to continue through middle and high school make Project CLASS likely to play a very important role in the future of Hawai'i and its children.

If there is anything that my wife and I can do to offer further support for Project CLASS and the promotion of the Chinese language in Hawai'i, please let us know.

Sincerely,

David Lasolle
Father of Tahirih LaBolle.

Vivian Chai-Lasolle
Mother of Tahirih LaBolle

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